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PROFILE OF ANCILLARY SERVICES PROVIDED BY BUSINESS TEACHER EDUCATION INSTITUTIONS IN THE UNITED STATES.

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A STUDY WAS MADE TO IDENTIFY THE CURRENT THINKING AND PRACTICES OF BUSINESS EDUCATION LEADERS IN COLLEGES AND UNIVERSITIES IN REGARD TO ANCILLARY SERVICES. QUESTIONNAIRES WERE SENT TO 293 COLLEGES AND UNIVERSITIES AND RETURNS WERE RECEIVED FROM 175 REPRESENTING 46 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO. A SUBSTANTIAL PERCENTAGE OF THE SCHOOLS CARRIED ON RESEARCH PROJECTS AND CONSULTING FUNCTIONS AND PROVIDED OCCUPATIONAL INFORMATION SERVICES. TEACHING AIDS, AUDIOVISUAL AIDS, AND SIMULATION PROJECTS WERE DEVELOPED RATHER CONSISTENTLY BY A SUBSTANTIAL PERCENTAGE OF THE SCHOOLS. A MAJORITY OF ANCILLARY SERVICES WERE DISTRIBUTED FREE WITH THE EXCEPTION OF FILMS AND FILMSTRIPS. WORKSHOPS AND CONFERENCES WERE SPONSORED BY THE BUSINESS EDUCATION DEPARTMENTS IN THE FOLLOWING ORDER OF FREQUENCY--PROGRAMS FOR EXPERIENCED TEACHERS, CONFERENCES FOR SUPERVISORS OF STUDENT TEACHERS, AND CONFERENCES AND WORKSHOPS FOR FIRST-YEAR TEACHERS. OVER HALF OF THE SCHOOLS ACTIVE IN ANCILLARY SERVICES WERE IN THE SMALL CATEGORY (7,500 STUDENTS OR BELOW) AND OFFERED DEGREES BEYOND THE BACHELOR'S. THE MEDIUM-SIZED AND VERY LARGE INSTITUTIONS HAD SHOWN A VERY FAVORABLE ATTRACTION FOR BUSINESS EDUCATION MAJORS WHILE THE SMALL AND MEDIUM-LARGE WERE DEFINITELY LAGGING. THE GROWTH PATTERNS FOR INSTITUTIONS AS A WHOLE WERE AHEAD OF BUSINESS EDUCATION DEPARTMENT GROWTH PATTERNS IN ALL SCHOOL-SIZE CATEGORIES IDENTIFIED. A SUBSTANTIAL PERCENTAGE OF THE SCHOOLS INDICATED THAT BUSINESS EDUCATION CURRICULUM REVISION SHOULD BE BASED PRIMARILY ON FOLLOWUP INFORMATION ON BUSINESS TEACHER PROBLEMS, TECHNOLOGICAL INNOVATIONS, AND EDUCATIONAL RESEARCH. (PS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A Research Study Undertaken
by Business Educators:
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Jay Fennell
Ken Rowe
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College of Education
Michigan State University
East Lansing
1966

VT000936

July 1966

Dear Business Educator:

What ancillary services do you think business education departments should provide for the improvement of instruction?

This was one of the questions asked of business education departments in colleges and universities across the country in the spring of 1966. The Vocational Act of 1963 states:

USES OF FEDERAL FUNDS

> Sec. 4. (a) Except as otherwise provided in sub-section (b), a State's allotment under section 3 may be used, in accordance with its approved State plan, for any or all of the following purposes:
> . . . . . .
>
> (6) Ancillary services and activities to assure quality in all vocational education programs, such as inservice teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities.
> . . . . . .
>
> (b) . . . at least 3 per centum of each State's allotment shall be used only for the purposes set forth in paragraph (6) of subsection (a).

A study was undertaken by a group of Business Educators to identify the current thinking and practices of business education leaders in the colleges and universities throughout the United States in regard to ancillary services. In addition, the growth patterns of business education departments and programs were identified because it was felt that their patterns might have an influence on the emphasis given to ancillary services.

To impart the results of our findings we have chosen to use an informal format, posing topical questions and corresponding inferences based upon the survey data.

1. Is the survey representative of the entire population?

   All the member schools of the National Association of Business Teacher Education were surveyed in the spring of 1966. Questionnaires were sent out to 293 colleges and universities throughout the United States. Returns were received from 175, or 59.7 percent, which represent 46 of the 50 states, the District of Columbia, and Puerto Rico. A high degree of correlation was obtained between respondents and the population as a whole in all size-categories, except in the less than 2,000 enrollment group. A copy of the tabulated results appears in the appendix.

2. Is business education maintaining its proportionate position with relationship to student enrollment?

   The study shows that the growth patterns for institutions as a whole are ahead of business education department growth patterns in all school-size categories identified. The study was not designed to determine an explanation for this, but it is felt that the following points may indicate the reasons.

   a. Many schools are becoming more involved in ancillary services and are devoting less time to recruitment of students.

   b. Departments are becoming more diversified as new areas of study are introduced.

   c. Research is taking more of the time and talents of business education leaders.

   d. Entrance requirements in colleges and universities have been rising steadily.

   e. Due to the large size of some schools, the teaching staffs may be moving farther apart from their students than they have been in the past.

   It is interesting to note that the growth patterns of the different school-size categories are not parallel. Certain size schools show greater growth rates. Therefore, it seems that size is a significant variable in the growth rate of the schools.

3. What has been the trend in staff size in business education over the past three years?

   In all school-size categories the growth of the business education staff has not been in direct proportion to the increase in student population.

   The pattern of growth shows a curvilinear relationship with marked change in both the very small and very large institutions, but a plateau situation exists in the middle-sized schools.

   One could infer that mass teaching devices may not be as prevalent in the small schools which therefore creates a closer ratio between additional staff and additional enrollment. At the other end of the continuum we find the expansion of the business education department into many cases exceeds the enrollment increase.

As our survey instrument was not designed to investigate this situation, we have only speculated as to the cause and effect relationship brought out in this question. The authors hope that this could possibly be the topic of an exhaustive research study at a future time.

4. Does the size of the institution have an effect upon the recruitment of undergraduate business education majors?

The survey shows conclusively that the growth patterns tend to show a great deal of discrepency between the categories of institutional size. The medium-sized and very large institutions have shown a very favorable attraction pattern for business education majors, while the small and medium-large are definitely lagging behind.

A plausible explanation for this phenomenon may lie in the fact that the entire field of business education is becoming highly specilized and the students are looking for institutions that are more able to provide the variety of courses and specialized programs that are being demanded by present day technology.

Many of the medium-size schools were primarily teacher training institutions and had an established prestige in the field. The notariety that large-size institutions are able to generate through published research and ancillary services has probably created a status image that is evident in the voluntary selection process. We have no explanation to offer for the reverse trend in the medium-large institutions.

5. What are the patterns or trends in ancillary services provided by the 175 responding colleges and universities?

There was no over-all pattern or trend that emerged. In analyzing the ancillary services provided by the responding colleges and universities, it was found that teaching aids, audiovisual aids, and simulation projects are developed rather consistently by a substantial percentage of the schools.

A substantial percentage of the schools indicated that they rather consistently carry on research projects, consulting functions, and provide occupational information services. A very high percentage of the schools indicated that follow-up studies of first year graduates and of graduates beyond the first year should be carried on.

It is significant to note that some confusion exists as to what ancillary services should include and how they are, or should be, developed. The responses were varied, overlapping, or lacking.

6. What are the financial arrangements for the distribution of ancillary services?

The survey showed that in almost every category a free distribution to interested parties accounted for a substantial majority of all items with the exception of films and filmstrips.

We may then assume that most institutions look upon ancillary services as a legitimate cost of operation. The availability of federal funds may not act as quite the stimulator as was hoped, but may instead have an upgrading or enrichment of the program.

The rationale for such an observation lies in the fact that those schools that are already providing services will be slightly affected by additional funds, but at the same time those schools not presently engagen in these activities may become involved.

7. What is the trend toward workshops and/or conferences sponsored by the business education department?

Programs for experienced teachers head the list in order of frequency and magnitude. These programs generally carry college credit and require tuition payment.

Supervisor of student teacher conferences were next on the list and seemed to be equally divided between credit and non-credit with a high level of correlation between tuition and credit.

First-year teacher conferences and workshops were reported with least magnitude and frequency and were heavily weighted toward non-credit and without charge to the participants.

Staffing was reported to be predominantly on a regular load basis in all types of workshops and conferences.

8. What are the characteristics of schools that are quite active in ancillary services? We have identified 35 schools from the responding population who seemed most active in ancillary services and have labeled them "Doer Schools." Over half of the "Doer Schools" fall into the small school category (7,500 students or below), and most "Doers" offer degrees beyond the bachelors.

The growth pattern at the undergraduate level appears to be keeping pace with the total growth pattern of the institution. It surpasses the growth pattern of the respondent schools as a whole.

Most of the "Doer Schools" have undergraduate programs of over 150 full-time majors and graduate programs with up to 10 full-time majors. This surpasses the pattern of the respondent schools as a whole.

There appears to be a normal distribution of graduates in the various major areas of business education in the "Doer Schools" with the majority being in the "comprehensive majors" category.

There appears to be a definite growth pattern in the number of faculty numbers in the business education departments of the "Doer Schools."

Of the "Doer Schools" 43% do not now offer programs to prepare coordinators of cooperative programs. However, 34% have plans to offer such a program in distributive education and 12% have plans to offer such a program in office education.

Forty-three percent of the "Doer Schools" indicated that they do not have a directed occupational experience program, but 20% have plans to offer one in the future.

Forty-nine percent of the "Doer Schools" indicated that they are preparing teachers for junior college and community college teaching through the same preparation used for training secondary school teachers. Twenty-nine percent of the schools recognized a need for a difference in preparation, but have made no plans to fulfill this need.

9. What does the survey indicate as principle forces for change in curriculum revision?

A substantial percentage of the schools indicated that business education curriculum revision should be based primarily on follow-up information on business teacher problems, technological innovations, and educational research. New texts; changes in teaching personnel; and government information, regulations, and reimbursement were felt to be less important to curriculum revision.

10. Are there any unresolved issues which the researchers recognize upon completion of the survey which were not an intregal part of the research design?

a. Is the role of business education changing?

b. Should there be a centralized body to coordinate and disseminate ancillary services within a state, a region, or the nation as a whole?

c. Should ancillary services be evolved through a systematic program aimed at the needs of the service community with faculty and staff time allowed?

d. What should be the relationship between instruction and ancillary services within the business education department?

e. Should the preparation of business teachers be housed in the business education department in the college of education or in the college of business? Would this have an effect on ancillary services?

f. What should be the role of the State Department in relationship to administration, supervision, dissemination, and encouragement of ancillary services?

g. Should there be a special program for the training of business teachers for community colleges?

h. Should schools provide directed programs for occupational experience?

i. Is it possible today to train a comprehensive business teacher? Have we reached the point where the bodies of knowledge demand more specialized training?

j. What are the implications of Federal programs for vocational education in light of curriculum development, personnel procurement, ancillary services, and departmental growth?

Respectfully submitted,

Sheldon Frank
Jay L. Fennell
Ken Rowe
Larry L. Thomas

SUMMARY OF TEACHER-EDUCATION SURVEY

SECTION I GENERAL INFORMATION

1. Type of School

	Total Schools	Public	Private	M/C	Size: Large	Size: Small	Programs Offered: Undergrad Only	Programs Offered: Grad--Undergrad
Public	135				43	90	22	114
Private	36				9	27	18	18
Municipal/County	2				1	1		2
	175							

2. Degrees Offered

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
Bachelors	170	133	35	2	34	136	40	128
Masters	129	112	17	2	35	95		129
Specialist	38	34	4	0	5	33		38
Doctorate	45	37	8	1	5			45

3. Approximate number of total full-time undergraduate students

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
A. under - 2,000	44	22	22	0		44	27	17
B. 2,000 - 5,000	45	41	4	1		45	5	40
C. 5,000 - 7,000	29	28	1	0		29	5	24
D. 7,500 - 10,000	20	14	6	1	20		2	18
E. 10,000 - 15,000	18	16	1	0	18		1	16
F. Over - 15,000	17	14	2	0	17		0	16

4. Approximate percent of Total undergraduate growth during the last three years

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
Less than 10 percent	22	9	13	1	8	14	5	16
10 - 30 percent	88	66	22	1	18	60	25	64
30 - 50 percent	42	41	1	0	11	31	6	36
50 - 75 percent	12	12	0	0	4	8	2	10
75 percent or more	4	3	0	0	0	4	2	2

5. Approximate percent of growth of undergraduate business education majors during last three years

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
Less than 10 percent	75	53	22	1	26	49	20	55
10 - 30 percent	70	61	9	1	20	50	11	57
30 - 50 percent	14	11	3	0	5	9	4	10
50 - 75 percent	6	6	0	0	3	3	2	5
more than 75 percent	2	2	0	0	0	2	1	1

6. Approximate number of full-time graduate business education students during the academic year (excluding summer)

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
Under 5	64	54	10	0	15	49	0	49
6 - 10	32	25	7	0	16	16	0	33
11 - 25	23	21	2	1	10	13	0	22
26 - 50	16	14	2	0	9	7	0	12
over 50	6	2	0	1	3	3	0	4

7. Approximate number of full-time undergraduate business education (teacher-education) majors

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
Less than 20	31	11	20	0	5	26	17	12
20 - 50	49	36	13	0	17	32	13	30
50 - 100	41	40	1	1	14	27	5	31
100 - 150	17	16	1	0	5	12	2	14
over 150	33	32	1	1	13	20	1	29

8. What percent of your last year's undergraduate business education graduates were:

A. Office Education Majors (to teach primarily secretarial subjects)								
0 - 20%	18	14	4	0	4	14	4	14
21 - 40%	16	15	1	0	9	7	1	15
41 - 60%	11	10	1	0	4	7	1	10
61 - 80%	16	9	7	1	7	9	3	13
81 - 100%	11	9	2	0	2	9	3	8

B. Bookkeeping/basic business majors (to teach primarily bookkeeping and basic business subjects)								
0 - 20%	50	43	7	1	20	30	6	41
21 - 40%	36	31	6	0	15	22	5	32
41 - 60%	6	5	1	0	2	4	1	5
61 - 80%	1	1	0	0	0	1	0	1
81 - 100%	3	2	1	0	0	3	1	2
C. Distributive Education majors								
0 - 20%	23	1	1	1	12	11	2	21
21 - 40%	5	2	2	0	4	1	1	4
D. Comprehensive majors (prepared to teach all secondary business education subjects)								
0 - 20%	16	11	5	0	7	9	1	15
21 - 40%	14	11	3	0	6	8	5	8
41 - 60%	12	11	1	0	5	7	0	13
61 - 80%	20	16	4	0	4	16	7	13
81 - 100%	74	60	14	1	20	54	19	54
E. Other								
0 - 20%	12	1	2			4	2	10
21 - 40%	1	1	1			1		1
41 - 60%	1							1
61 - 80%	0							
81 - 100%	4					1	1	3
9. A. Present number of full-time business education department faculty members								
0 - 2%	41	25	16	14	10	31	12	34
3 - 5%	79	61	18	1	25	24	24	54
6 - 8%	21	20	1	1	11	10	0	20
9 - 12%	13	12	1	0	2	11	1	13
13% and over	12	12	0	0	5	7	1	11
B. Number three years ago--full-time staff								
0 - 2%	62	43	19		16	46	21	51
3 - 5%	61	50	11		20	41	15	45
6 - 8%	21	19	2		10	11	0	21
9 - 12%	13	12	1		4	9	1	12
13 and up	3	3	0		2	1	0	3

SECTION II - TEACHER PREPARATION

1. A program of teacher education to prepare coordinators of cooperative programs is offered in

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
A. Office education	39	36	3		20	19	4	36
B. Distributive education	38	37	1		18	20	4	34
C. Not offered	87	62	25		17	70	28	59
D. We have definite plans to offer such a program in distributive education in the near future	16	13	3		6	10	2	14
E. We have definite plans to offer such a program in office education in the near future	21	21	4	1	10	15	4	20
F. Other	3	3	2		2	3	3	2

1. (a) At what level?

	Total Schools	Public	Private	M/C	Large	Small	Level of Preparation: Undergrad Only	Level of Preparation: Grad--Undergrad
A. Undergraduate	58	52	5	1	23	34	11	46
B. Graduate	56	49	6	1	30	25	4	51

2. A planned program of directed occupational experience is provided to aid teachers in meeting certification requirements in

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
A. Office education	48	42	6		19	29	8	39
B. Distributive	26	25	1		11	15	2	28
C. Not available	93	65	27	1	23	69	20	53
D. Definite plans have been made to offer a program for distributive students in the near future	15	14	1		4	11	3	11
E. Definite plans have been made to offer a program for office education students in the near future	15	12	3		4	11	4	11
F. Definite plans have been made to offer a program for other students in teacher training	2	2	0		0	2	0	3

3. Preparation for teachers going into junior college/community college teaching, as far as the business education requirements are concerned is

	Total Schools	Public	Private	M/C	Large	Small	Undergrad Only	Grad--Undergrad
A. The same as for high school teacher preparation	86	65	22	1	19	67	24	59
B. A specialized major of its own	13	11	2	0	8	5	0	14
C. The smae as for high school teacher preparation with the additional requirements	35	34	1	1	20	15	2	31
D. We recognize a definite need for a difference in preparation, but have made no plans to meet the need	49	43	8	1	13	36	14	33
E. We recognize a definite need for a difference in preparation, and have made definite plans to adjust our program to meet the needs	17	14	3	0	8	9	3	17

ECTION III - WORKSHOPS

1. Which of the following Workshops and/or Conferences are sponsored by the academic staff for business teachers?

	Schools				
	Consistently	Occasionally	Rarely	Credit	Non-Credit
A. First year teachers	14	18	26	15	31
B. Supervisors of student teachers	36	14	18	28	26
C. Experienced teachers	38	36	23	45	33

2. Which of the following types of research are carried out by the professional staff to benefit business teachers?	FREQUENCY SCALE			RESULTS OF RESEARCH ARE DISTRIBUTED BY	
	Consistently	Occasionally	Rarely	Publishers	Others
A. Teacher Preparation	18	27	8	9	26
B. Instructional materials development	32	25	10	13	32
C. Teaching Methods	30	36	10	13	32
D. Occupational surveys	11	37	15	2	30
E. Counseling and guidance (Prognostic)	9	11	16	2	16
F. Experimental Research (Pilot Program)	13	20	16	3	23
G. Facilities and Equipment research	6	24	16	3	19
H. Institutional Practices		0	1	1	
I. Survey of status, future plans, etc. in B.E.		1			1
J. Followings of graduates		2			1
K. Others (please list)		0	1		1
L.					

3. Which of the following consulting functions are carried on by the professional staff with business teachers?				Charge Made	Free
A. New Program development	32	39	11	10	71
B. Course and curriculum development	41	54	8	18	83
C. Classroom planning	34	29	8	7	48
D. Teaching methods development	32	27	5	5	50
E. Program evaluation	26	43	14	11	59
F. Youth groups	19	15	13	1	36
G. Guidance and selection techniques	13	21	9	2	29
H. Conference Planning		1			1
I. In-service Programs for Bus. Teachers		1		1	
J. Others (please list)					
K.					

4. Which of these occupational information services to be used in the instructional programs are provided through the business education department or any other agency in your institution and made available to business teachers?				Charge Made	Free
A. Latest information on occupational outlooks, (salaries, supply and demand, skill requirements)	35	24	9	1	57
B. Job descriptions	15	18	9	1	25
C. Testing programs for occupational competency	21	21	9	8	32
D. Placement Information	61	17	6		71
E. Field trips	1				1
F. Others (please list)					
G.					

SECTION III. TEACHING MATERIALS

Instructions: Select one frequency answer for each question. If the a answer is "none," please leave the line blank. Under "Financial Arrangments", please indicate how the specific item is distributed. If more than one method is used, check each alternative.

1. Which of these instructional materials are developed through the business teacher education department or any other agency in your institution for use by business teachers?	FREQUENCY SCALE			FINANCIAL ARRANGEMENTS			
	Consistently (More than 1 per year)	Occasionally (Once per year)	Rarely (One in 2-5 years)	Free	Rented	Loaned	Sold
	2	1		2	1	1	1
A. Teaching aids							
1. Procedure manuals	18	18	12	36	2	3	5
2. Operation sheets, job sheets, technical assignment sheets	32	17	5	40	1	2	5
3. Laboratory manuals	17	16	10	24	1	3	11
4. Study guides	31	26	4	36			
5. Tests and answer books	27	17	7	36			
6. Units of instruction	41	28	7	51			
7. Student Teaching Manual		1		1			
8. Handbook on area	1			1			
9. Bibliographies		1		1			
10. Survey Forms			1	1			
11. Others (please list)							
12.							
13.							
B. Audiovisual aids							
1. Films, filmstrips	20	15	12	20	12	13	3
2. Charts and illustrations	27	20	7	35	4	9	5
3. Tape recordings	38	21	4	33	4	9	6
4. Transparencies	41	15	5	34	2	10	9
5. Others (please list)							
6.							
7.							
C. Simulation Projects			1			1	
1. Demonstration aids, models or mock-up	15	11	11	22	1	1	4
2. Other (please list)							
3.							

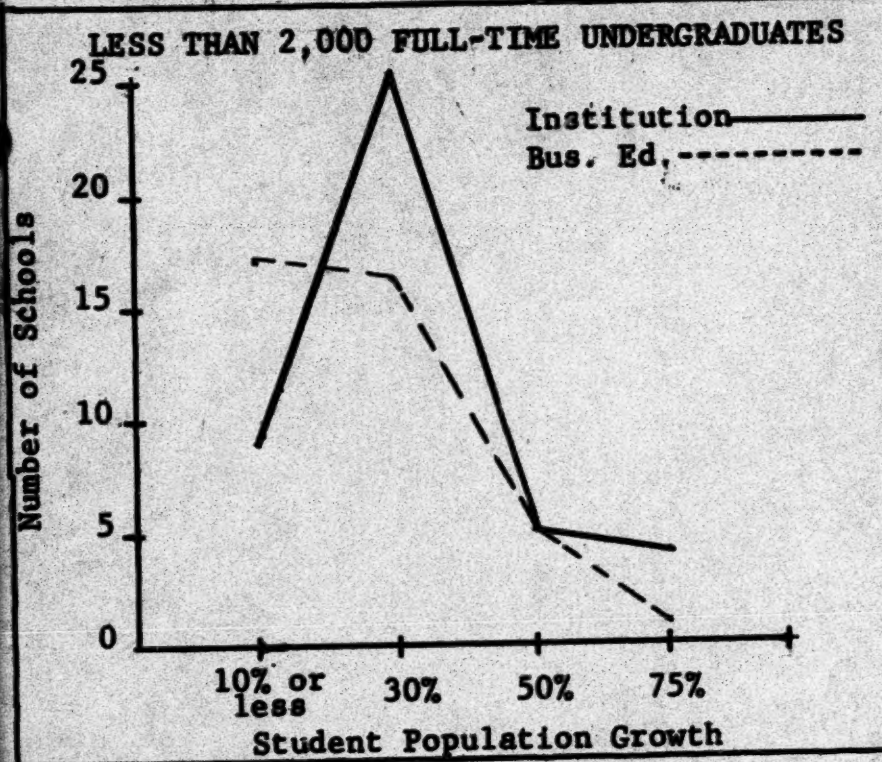
SECTION IV. INSTRUCTIONS: The function of this section is to reflect various philosophies of funding certain ancillary services. Please check one response for each item. If other services are practiced or advised, please list and rate them accordingly.

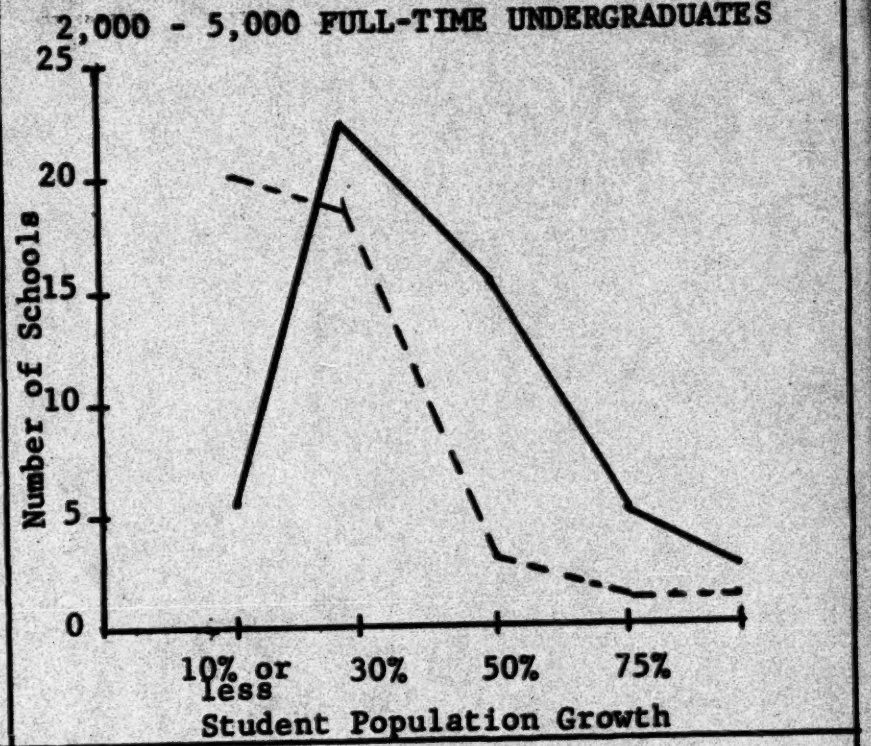
1. What types of follow-up studies of the first year graduates do you believe should be done?	Should be done	Done only if reimbursed	Not Important
A. Place of initial employment	141	3	4
B. Level and type of school at which employed	130	8	7
C. Type of school at which employed (private, public, vocational)	130	9	13
D. Entrance salary	112	4	14
E. Problems of the first year teacher	139	9	2
F. Subjects taught	1		
G. Others (specify)			
H.			

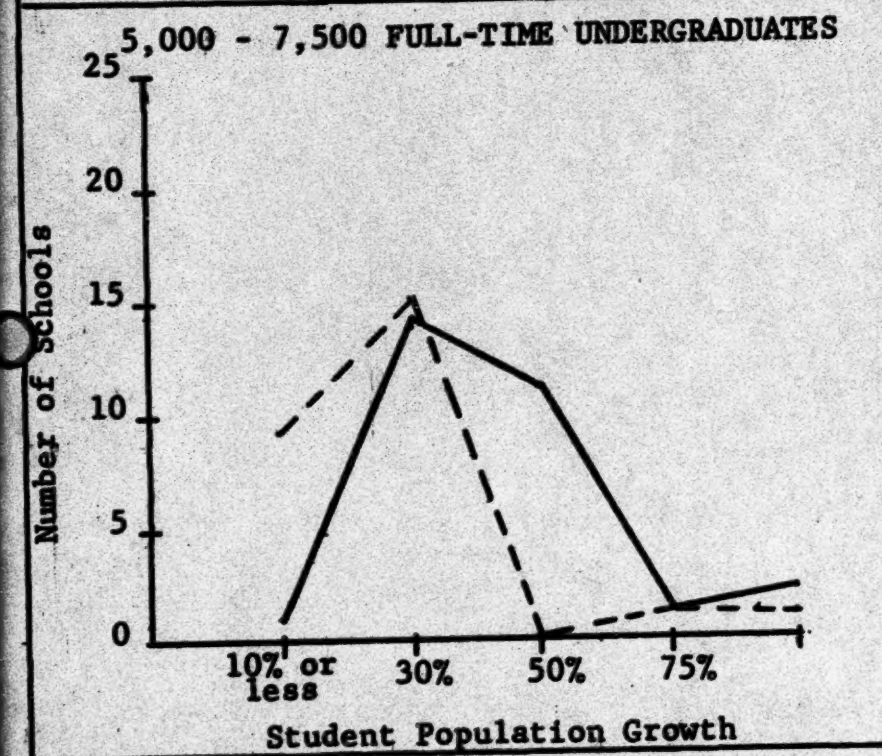
2. What types of follow-up studies of your graduates beyond the first year do you believe should be done?			
A. Length of continuing service in business teaching	115	13	12
B. Reasons for leaving business teaching	131	12	7
C. Where they go after leaving business teaching	125	13	8
D. Professional training beyond bachelor degree	134	9	6
E. Salary levels attained	104	13	20
F. Publications and outstanding achievements	115	17	12
G. Professional affiliations	100	18	17
H. Others (please list)			
I.			
J.			

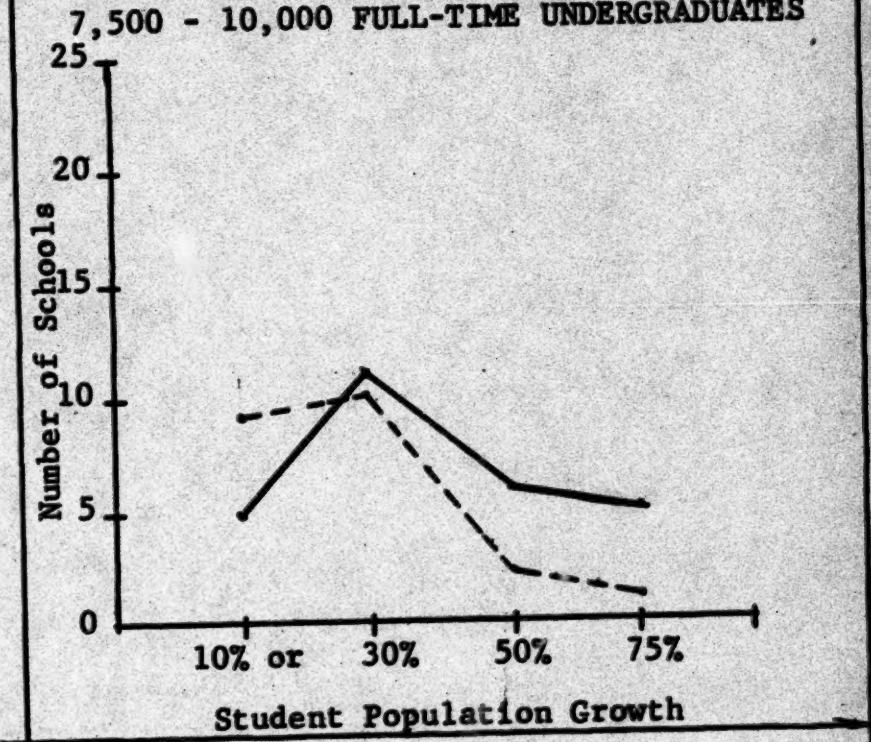
3. What do you believe should be the basis for revisions in your business education curriculum?	Very Important	Important	Some Importance	Not Revelant
A. Follow-up information on business teacher problems	84	53	14	
B. Technological innovations	90	56	9	
C. New texts	24	46	55	15
D. Changes in teaching personnel	14	52	49	22
E. Government information, regulations and reimbursement	25	71	33	6
F. Educational research	93	55	6	1
G. Others (specify)				
H.				
I.				

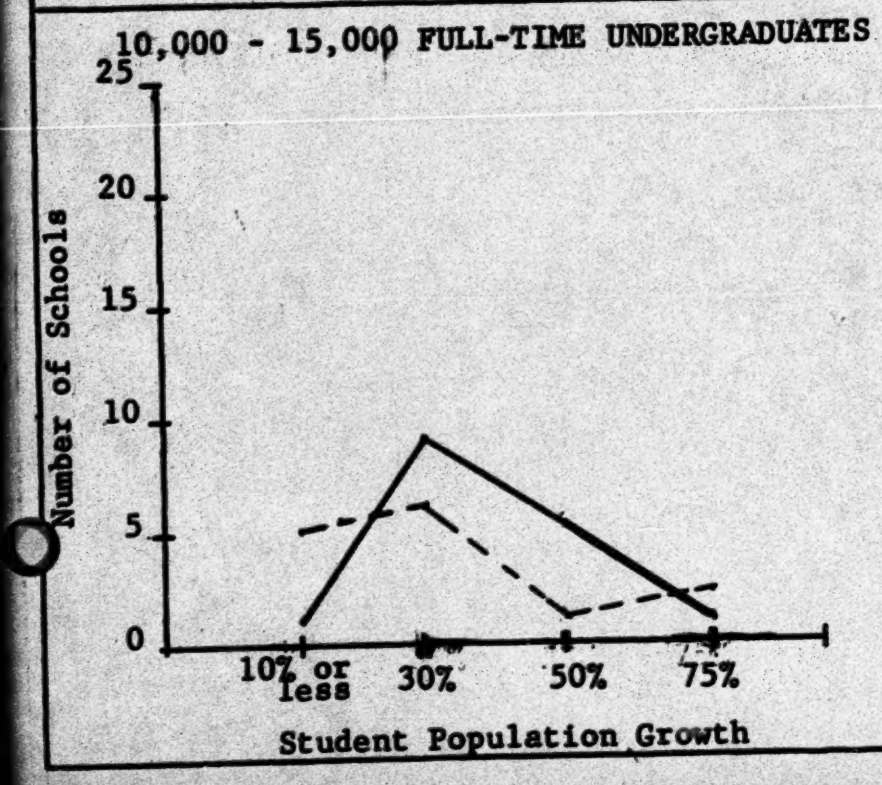
COMPARISONS OF BUSINESS EDUCATION GROWTH TO INSTITUTION GROWTH IN PAST THREE YEARS

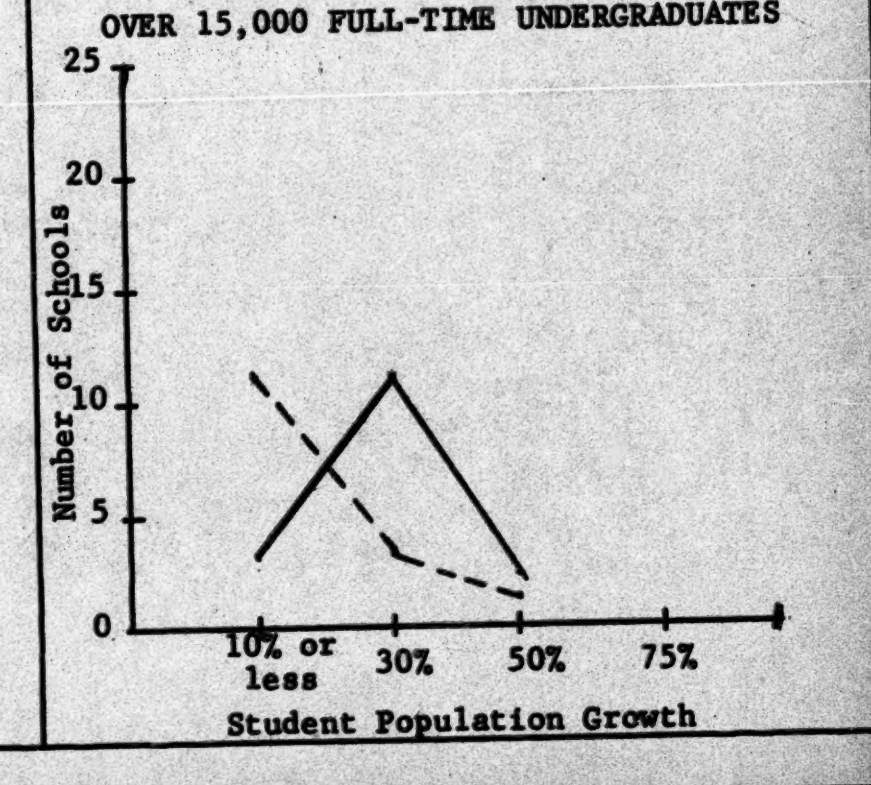




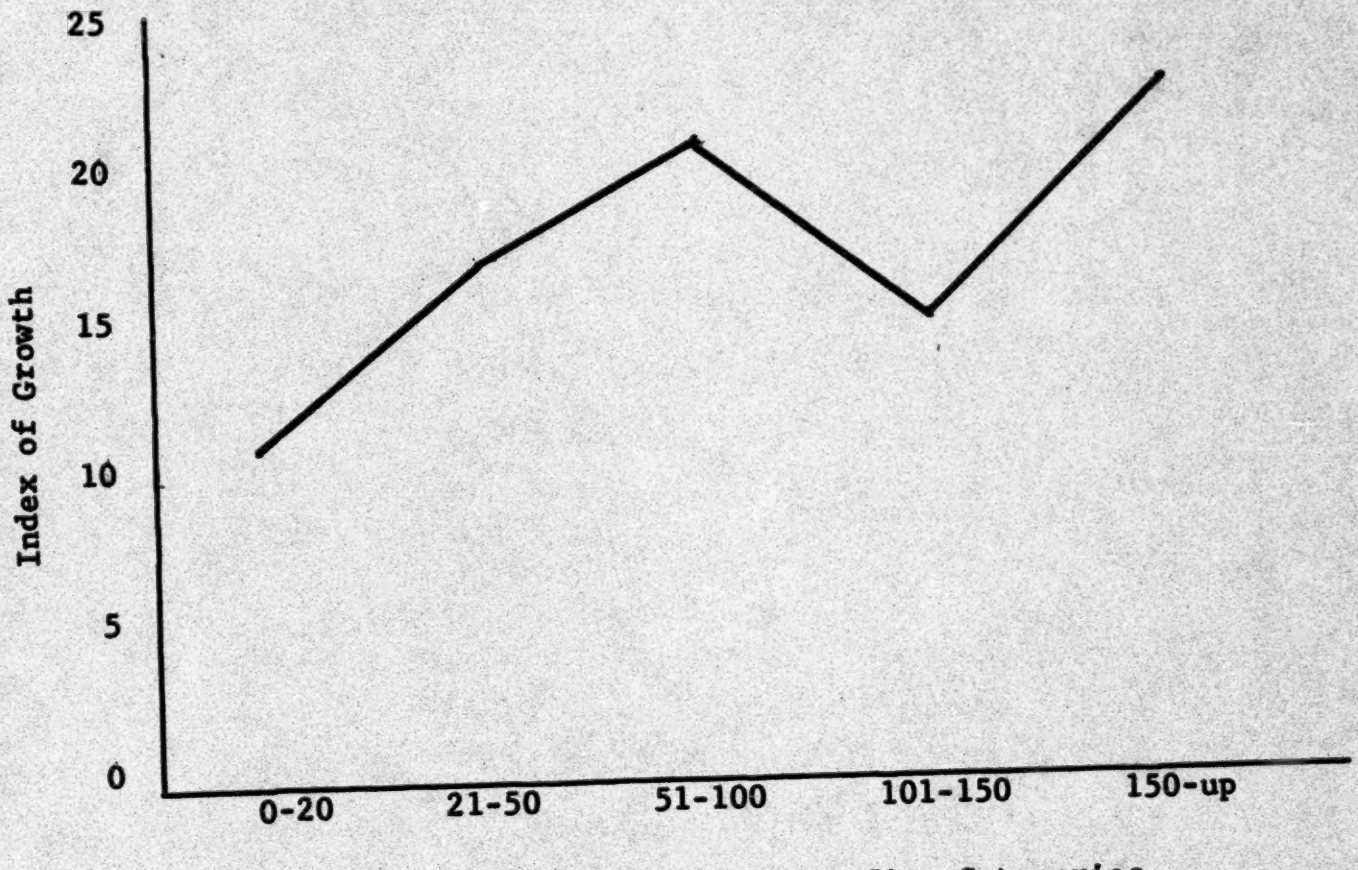




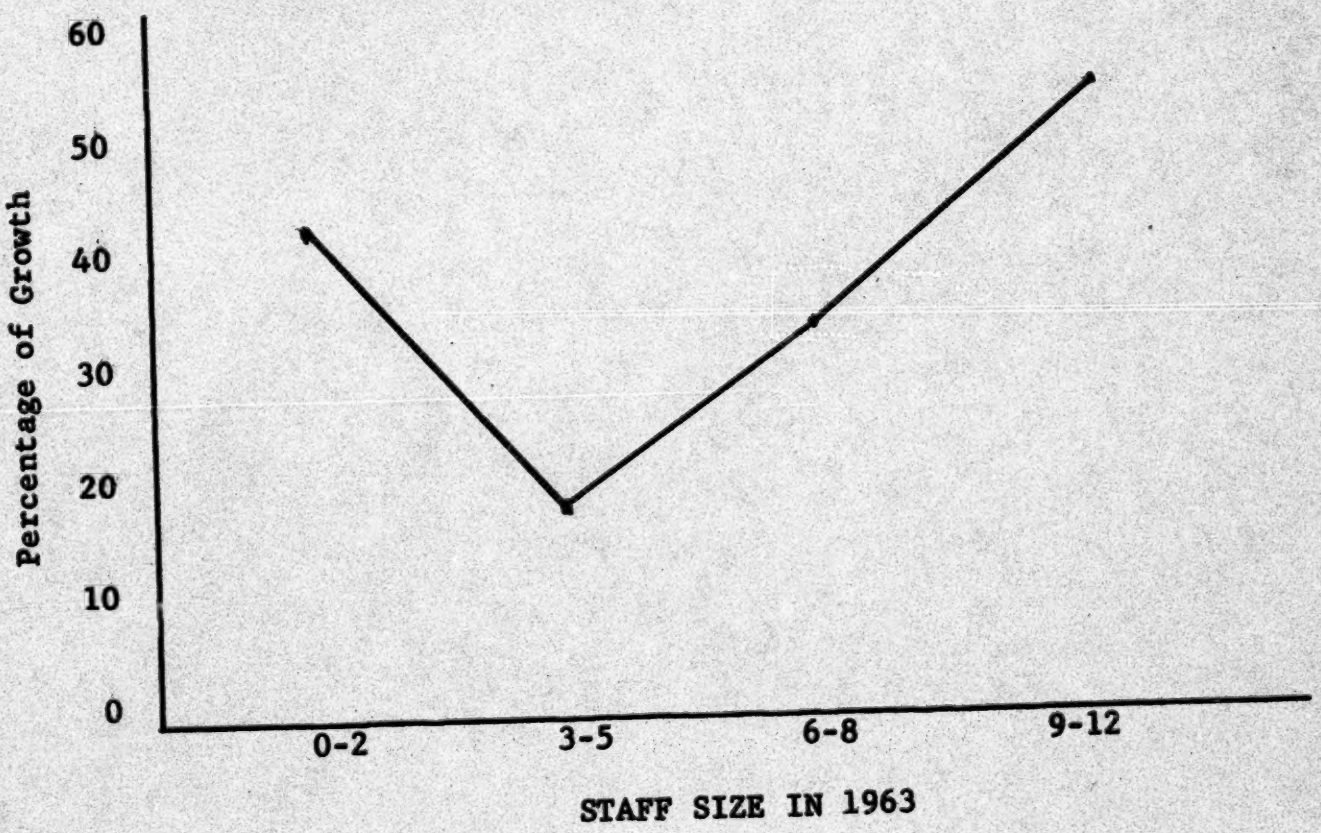




AN INDEX OF BUSINESS EDUCATION MAJORS GROWTH OVER PAST THREE YEARS



PERCENTAGE OF GROWTH OF STAFF SIZE OVER THE PAST THREE YEARS



9. Number of full-time business education department faculty members (persons carrying average teaching or research load.)

	0 - 2	3 - 5	5 - 8	9 - 12	13+
14. present number	3 Schools	14 Schools	4 Schools	8 Schools	5 Schools
15. number three years ago	10 Schools	10 Schools	4 Schools	9 Schools	1 School

SECTION II

1. A program of teacher education to prepare coordinators of cooperative programs is offered in

Schools	
A. 13	office education
B. 15	distributive education
C. 15	not offered
D. 12	we have definite plans to offer such a program in distributive education in the near future
E. 4	we have definite plans to offer such a program in office education in the near future
F. 1	other

1. (a) At what level?

Schools	
A. 19	undergraduate
B. 18	graduate

2. A planned program of directed occupational experience is provided to aid teachers in meeting certification requirements in

Schools	
A. 12	office education
B. 10	distributive education
C. 15	not available
D. 2	definite plans have been made to offer a program for distributive students in the near future
E. 4	definite plans have been made to offer a program for office education students in the near future
F. 1	definite plans have been made to offer a program for other students in teacher training

Summary of Responses of 35 Schools
Selected on the Basis of their Depth of Activity in the Areas Covered by the Survey

1. Type of School

A.	State	29
B.	Private	6

2. Degrees Offered

A.	Bachelors Only	6 Schools
B.	Masters, Specialist, Doctorate	29 Schools

3. Approximate Number of Full-time Undergraduate Students

A.	Under 2,000	6 Schools
B.	2,000 - 5,000	12 Schools
C.	5,000 - 7,500	4 Schools
D.	7,500 - 10,000	5 Schools
E.	10,000 - 15,000	6 Schools
F.	Over - 15,000	2 Schools

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4. Percent of total undergraduate growth during last three years

		Schools
A.	Less than 10%	2
B.	10 - 30%	16
C.	30 - 50%	11
D.	50 - 75%	4
E.	75 - 100%	0

5. Approximate percent of growth of undergraduate Business education major during last three years

		Schools
A.	Less than 10%	9
B.	10 - 30%	19
C.	30 - 50%	3
D.	50 - 75%	1
E.	More than 75%	1

6. Number of full-time graduate business education students during academic year

		Schools
A.	Under 5	10
B.	6 - 10	9
C.	11 - 25	5
D.	26 - 50	4
E.	Over 50	2

7. Number of full-time undergraduate business education majors

		Schools
A.	Less than 20	6
B.	20 - 50	1
C.	50 - 100	9
D.	100 - 150	4
E.	Over 150	14

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8. What percent of your last year's undergraduate business education graduates were

		0 - 20%	21 - 40%	41 - 60%	61 - 80%	81 - 100%
A.	Office education majors to teach primarily secretarial subjects	5 Schools	4 Schools	3 Schools	3 Schools	3 Schools
B.	Bookkeeping/basic business majors to teach primarily bookkeeping and basic business subjects	12 Schools	11 Schools	2 Schools	1 School	1 School
C.	Distributive education majors	7 Schools	2 Schools	0 Schools	0 Schools	0 Schools
D.	Comprehensive majors prepared to teach all secondary business education subjects	6 Schools	4 Schools	5 Schools	4 Schools	11 Schools
E.	Other	4 Schools	1 School	0 Schools	0 Schools	0 Schools

3. Preparation for teachers going into junior college/community college teaching, as far as the business education requirements are concerned is

Schools	
A. 17	the same as for high school teacher preparation
B. 5	a specialized major of its own
C. 6	the same as for high school teacher preparation with the additional requirements
D. 10	we recognize a definite need for a difference in preparation, but have no plans to meet the need
E. 4	we recognize a definite need for a difference in preparation, and have made definite plans to adjust our program to meet the needs.

SECTION III

1. Which of the following Workshops and/or Conferences are sponsored by the academic staff for business teachers

	Schools	Schools	Schools
	Consistently	Occasionally	Rarely
A. First year teachers	6	7	4
B. Supervisors of student teachers	15	6	2
C. Experienced teachers	15	8	1

SECTION III. TEACHING MATERIALS

Instructions: Select one frequency answer for each question. If the answer is "none," please leave the line blank. Under "Financial Arrangements," please indicate how the specific item is distributed. If more than one method is used, check each alternative.

1. Which of these instructional materials are developed through the business teacher education department or any other agency in your institution for use by business teachers?

	FREQUENCY SCALE		
	Consistently (More than 1 per year)	Occasionally (Once per year)	Rarely (One in 2 - 5 years
A. Teaching aids		1	
1. Procedure manuals	14	5	1
2. Operation sheets, job sheets, technical assignment sheets	20	3	1
3. Laboratory manuals	10	8	2
4. Study guides	18	3	1
5. Tests and answer books	17	3	1
6. Units of instruction	22	5	
7. Others (please list)	1		
8.			
9.			
B. Audiovisual aids			
1. Films, filmstrips	14	3	4
2. Charts and illustrations	19	7	
3. Tape recordings	19	6	1
4. Transparencies	23	3	2
5. Others (please list)	1		
6.			
7.			
C. Simulation Projects			
1. Demonstration aids, models or mock-up	11	2	4
2 Other (please list)		1	
3.			

	FREQUENCY SCALE		
	Consistently	Occasionally	Rarely
2. Which of the following types of research are carried out by the professional staff to benefit business teachers?			
A. Teacher Preparation	13	10	3
B. Instructional materials development	13	11	2
C. Teaching Methods	13	11	2
D. Occupational surveys	10	15	5
E. Counseling and guidance (Prognostic)	9	5	5
F. Experimental Research (Pilot Program)	8	9	6
G. Facilities and Equipment research	5	13	5
H. Others (Please list)			
I.			
J.			
3. Which of the following consulting functions are carried on by the professional staff with business teachers?			
A. New Program development	18	11	1
B. Course and curriculum development	22	12	1
C. Classroom planning	19	10	3
D. Teaching methods development	20	10	2
E. Program evaluation	13	15	2
F. Youth groups	9	7	5
G. Guidance and selection	11	9	4
H. Others (Please list)			
I.			
J.			
.....			
4. Which of these occupational information services to be used in the instructional programs are provided through the business education department or any other agency in your institution and made available to business teachers?			
A. Latest information on occupational in outlooks, (salaries, supply and demand, skill requirements)	12	8	3
B. Job descriptions	7	8	3
C. Testing programs for occupational competency	6	8	4
D. Placement Information	16	5	2
E. Others (Please list)			
F.			
G.			